ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Roman Empire in Britain TERM: Autumn 2
YEAR GROUP: 6

THE BIG QUESTION	
How much of our lives today are influenced by the Romans who lived here 2,000 years ago?	
END OF UNIT OUTCOME	(Linked to The Big Question) **Pupils create a set of 9 different value stamps depicting the legacy of the Roman Empire showing ability to justify significance**
OBJECTIVES	The Roman Empire and its impact on Britain
CONCEPT: Legacy	Legacy of the Romans impact on Britain today
LESSON 1 QUESTION	**Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?**
KEY KNOWLEDGE	Julius Caesar invaded Britain twice: in 55 and 54 BC. On the first occasion Caesar took with him only two legions and achieved little beyond a landing on the coast of Kent. The second invasion, shown in our picture, consisted of 628 ships, five legions and 2,000 cavalry. The force was so imposing that the Britons did not dare contest Caesar's landing in Kent, waiting instead until he began to move inland. In the end Caesar grew tired of the awful weather and he gave up trying to defeat the local tribes as he pushed across the River Thames. He took his boats back home and it wasn't until AD43, 97 years later that the Romans returned. Claudius was tall, well-built and handsome, but he stumbled as he walked because his knees got weak. When he got excited, he had an uncontrollable laugh. When he was angry, he slobbered and his nose ran. He stammered and he had a nervous twitch. He was, however, very intelligent: he just had an image problem. He was keen to prove himself as good as Caesar. In AD 43 Emperor Claudius ordered an invasion, firstly to impress his subjects (which means his people), but also to take some of the wealth which Britain possessed, especially in corn and valuable metals, such as iron.
RICH TASK	**Introduce The Big Question – What do they already know about the Roman's impact on Britain?** **Explore KO – copy in book after title page and paper copy home – section about Claudius's invasion of Britain** Task 1 – Slow reveal of the picture. Can the children work out what is happening? Task 2- Comparison of the iron age settlements and the Roman Settlements. What is similar and different – annotate for books. Task 3 – What did Britain have that the Romans might have wanted. Discuss in groups and share ideas with the class. Task 4 – Children to work in groups to debate the reasons why Claudius may or may not invade Britain. Class to create a conscious alley of these reasons Task 5 – children to record the reasons why Claudius invaded on the 'coin speech bubble template'. Can they use all of their findings from today / Children to write an answer to the question to beat the text book example given
SUPPORT AND CHALLENGE	S – Drama, images, question prompts, jotters, story shared with the children, maps C – when explaining why Claudius invaded Britain, can they also link back to Caesar and how the who different approaches might have an impact on the other.

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Roman Empire in Britain TERM: Autumn 2
YEAR GROUP: 6

KEY VOCABULARY	Julias Caesar tribes Invasion settlements Cavalry wealth possessed Legion landing Kent	**RESOURCES**	Power points x2 For and against statement cards Drama space Coin worksheet
LESSON 2 QUESTION	**Why did Boudica stand up to the Romans and what image do we have of her today?**		
KEY KNOWLEDGE	When the Romans invaded Britain, Boudica was the queen of the Iceni tribe, a Celtic tribe in what is now East Anglia. After her husband, the Iceni king, died in 60 CE, the Romans seized his lands, publicly flogged Boudica, and assaulted her daughters, prompting her to lead a massive revolt against Roman rule. Although her rebellion was ultimately defeated by the Roman army, she is remembered as a fierce warrior queen who fought against the Roman invasion.		
RICH TASK	**Retrieval practice activity – Why did Claudius choose to invade Britain? – Give children a 'blank' connect four grids. Can they think of enough reasons why the Romans invaded to win the game? Children to draw an image to represent each reason in the circles.** **Revise KO – Section about Boudica** **Task 1 -** Children in role as Celtic spies view from afar and then apprehend and interrogate Marcus, a Roman legionary, in order to find out quite how strong the Roman army in Britain really was in AD43. Children to work in groups of 4 to uncover what a Roman solider looks like (drawing task). Come up with some questions that you would ask and hot seat teacher with your questions to learn more! **Task 2 –** share the story of Boudica with the children and talk about who she as at the time that the Romans invaded. Class to create a living graph in the hall, getting themselves in chronological order using the event card they are holding from Boudica's life. Having created this shape the children need to be thinking about why things went wrong for Boudica before beginning some work on causes of her revolt. The living graph helps children to move from descriptive to explanatory mode. Take this further by showing them four different explanations of Boudica's revolt. Can children come to the Interactive Whiteboard and underline or circle any causes they spot in any of the four versions shown as slides 16-19. Children could come up with their own description to try and 'out do' the 4 they have looked at on the board.		
SUPPORT AND CHALLENGE	S – Mixed ability groupings, physical activity, discussion opportunities. C – Opportunity to generate a detailed, structured answer which explores the life of Boudica and her revolt.		
KEY VOCABULARY	Boudica Iceni tribe Celtic East Anglia Flogged revolt Legionary Chronological order Invaded	**RESOURCES**	Hall Living graph prompts Large pieces of A3 paper Roman solider image Pencils PowerPoint
LESSON 3 QUESTION	**How were the Romans able to keep control over such a vast empire?**		
KEY KNOWLEDGE	**Legions:** The army was divided into legions, which were large, well-organized fighting groups of around 5,000 to 6,000 soldiers, further broken down into smaller centuries.		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Roman Empire in Britain TERM: Autumn 2
YEAR GROUP: 6

<table>
<tr><td></td><td colspan="3">Discipline: Roman soldiers were highly disciplined and trained extensively to fight as a unit, rather than as individuals.
Professionalism: Soldiers were professional, with strict enlistment requirements and a 25-year service commitment for many.
Superior equipment: Roman soldiers were well-armed and protected by armour, which gave them an advantage over their opponents.
Testudo formation: This tactic involved soldiers overlapping their shields to form a protective shell, shielding the entire unit from arrows and rocks.
Variety of weapons: The Roman army used a diverse range of weapons, including swords, javelins, bows and arrows, and artillery like catapults (onagers).
Combined arms: The army effectively combined different units, such as heavily armed infantry, expert archers, and cavalry, to overwhelm their enemies.
Engineering skills: The Romans were skilled engineers who could build roads, forts, and bridges, which was crucial for campaigning and maintaining control over conquered territories.
Adaptability: Roman success was also a result of their ability to learn from battles and adapt their tactics and strategies to new enemies, say Reddit users.
Logistics: The sheer logistical capacity required to transport and sustain a large invasion force across the sea was a significant Roman advantage</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – Boudica – Give children the following four answers (Inceni Tribe, Prasutagus, flogged her and attacked her daughters, warrior queen) – Can children write an appropriate question to link to each answer.
Revise KO – Roman army and Roman roads used to help the empire expand
Task 1 – Children to work in groups of 4 to research one of the following areas (the size of the army, soldiers training, armour, weapons, clever tactics, army had good morale, soliders were experienced, road networks). Groups to use iPads, QR codes and books from the library to research and create a poster about their area which they will then share with the rest of the class at the end of the lesson.
Task 2 – Diamond 4 - Children to think in groups about why the Romans chose to build so many roads. They must remove the 2 inaccurate ideas and then put the most important reason a the top. The next two most important below and the least at the bottom. Encourage the groups to explain their thinking as they go as they will be sharing these ideas with the other groups at the end.
Task 3 – When each group has properly discussed the content of each card, pull their ideas together and then ask them to write a definitive explanation for KS2 pupils in a new Kids' Wikipedia in which they are allowed just 40 words.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – video clip, mixed groups for research, diamond activity (read through together first)
C – ensure that detailed explanations are given using as many technical vocabulary as possible. Can children also link back to the research from the previous task too.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Legions discipline
Professionalism superior
Testudo formation
Swords javelins bows arrows
Artillery catapults (onagers)
Infantry archers cavalry
Engineering forts territories
Tactics strategies logistics</td><td>RESOURCES</td><td>Diamond 4 Cards
PowerPoint
iPads
Large pieces of sugar paper
Felt tips
Coloured pencils
Video clip BBC bitesize
https://www.bbc.co.uk/bitesize/topics/zcyc7ty/articles/z6qt7yc</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Roman Empire in Britain TERM: Autumn 2
YEAR GROUP: 6

LESSON 4 QUESTION	**How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived?**		
KEY KNOWLEDGE **Link to Fishbourne Roman Palace Trip**	Children are able to see which the most significant changes would have been e.g emergence of towns and villas in countryside. Children grasp how sophisticated Roman lifestyle was for rich, e.g: evidence Fishbourne (about palaces and villas) and from Silchester (about towns). Children understand range of entertainments that Romans had in society - amphitheatres, baths and forum. Understand that society was diverse and that poor lived very differently. They understand the nature of evidence from Roman times e.g. remains of buildings, coins, written descriptions, objects such as tesserae, bones, oil lamps		
RICH TASK	**Retrieval practice activity – Give one/ get one activity about why the Romans were able to keep control over Britain for so long.** **Revise KO – Roman towns and settlements section** **Task 1 –** look at a typical iron age settlement (get children to think back to their trip to Butser Ancient Farm in Year 3). In groups children to have the top right-hand corner of a roman town. Groups must then create a sketch of what a roman town might have looked like on their large pieces of sugar paper using the prompt cards around the room to support them. Have iPads / non-fiction books available for further research if needed.		
SUPPORT AND CHALLENGE	S – building prompt cards, initial section of a roman town as a starting point, group work, iPads, non-fiction books, jotters, BBC bitesize video clips to support if needed C – Children to think carefully about the layout of their roman town. Be ale to explain the different details fully to the rest of the class. Opportunity to right a description at the end if there is time.		
KEY VOCABULARY	Baths Basilica amphitheatre Circus temples forum Aqueducts Celtic Settlement round houses	**RESOURCES**	PowerPoint Sugar paper Building clue cards iPads / Non-fiction books Roman towns bitesize clip
LESSON 5 QUESTION	**How can we solve the mystery of why this great empire came to an end?**		
KEY KNOWLEDGE	Reasons why the Roman Empire came to an end: 1. **Barbarians swarmed Rome** - This picture gives the impression that the barbarians suddenly swarmed into Rome in one attack and destroyed the Empire. The story is longer and more complicated than that. Barbarians had actually been attacking since AD166. They wanted gold, slaves and valuables as you can see in the picture. By the late 300s the Roman Empire was already in decline. The Barbarians were starting to settle on the rich land of the Roman Empire. They were being driven to the west by the Huns. 2. **Expensive Lifestyles** - By the 300s Rome was facing a cash crisis. The Romans had got used to a lovely rich lifestyle and after a while they were spending more than they were earning. Soon they simply started to run out of money. How were they going to pay the legions? They tried to raise taxes. But people weren't rich enough to pay. 3. **Emperors kept arguing** - Many historians think that the Empire started to become weaker a couple of hundred years before it fell. There were big arguments about who should become the next emperor when one died. Between AD 350 and 476 there were as many as 25 emperors. Nearly half of them were murdered!!		

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Roman Empire in Britain TERM: Autumn 2
YEAR GROUP: 6

<table>
<tr><td></td><td colspan="3">4. Defence costs - The army also declined. The frontiers of the Empire were very long and took a lot of men to guard them. After a while they couldn't afford to keep the forts as well defended. The soldiers were also finding that they weren't paid as regularly. Some of the Barbarians became soldiers but they were nowhere near as loyal.
5. Religious Reasons - By the year AD 323 the Romans had become Christians. Christianity was basically a religion of peace. Some people think this made the Romans less good fighters. They also used money to build churches instead of paying the army. Christians tried to ban other religions which annoyed their Barbarian neighbours.</td></tr>
<tr><td>RICH TASK</td><td colspan="3">Retrieval practice activity – think and link activity- have images to represent both Celtic and Roman civilisations – can the children identify which is which and why. Can they then link to how these two different settlements changes due to the invasion of the Romans.
Revise KO – reasons why the Roman Empire ended
Task 1 – Reveal the image slowly and encourage children to speculate what is happening in the image. Go through the PowerPoint and get children to draw an image to represent each reason why the Roman Empire failed on a playing card-sized image. Some drawings will be quite literal: others quite creative. All they need is a trigger image that would help someone else guess. For example, for the religious reasons they might simply draw a cross. Stress the need for a quick sketch of an idea, not a detailed drawing. Mix up the class's pictures and distribute them across the class. See if the different groups can work out what the images represent. Put them into the correct piles for each reason.
Task 2 – Hexagons Task: have each reason on a hexagon – children need to now think more deeply about the connections between each reason. Pupils can spot and then draw any links between the ideas shown in the boxes, the ones they have been discussing. Could they see a link between the lack of money and the size of the army, or between the costs of defence and the Barbarian invasions? Class to write the links between each reason next to the hexagons in their book.</td></tr>
<tr><td>SUPPORT AND CHALLENGE</td><td colspan="3">S – discussion, drawing task, group work, PowerPoint slides and background information
C – opportunity to dig deeper and explore the links between the separate reasons in task 2.</td></tr>
<tr><td>KEY VOCABULARY</td><td>Barbarian decline crisis
Legions taxes declined
Defended loyal defence costs</td><td>RESOURCES</td><td>PowerPoint
Hexagon sheet
Blank playing cards</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>LESSON 6 QUESTION</td><td colspan="3">How much of our lives today are influenced by the Romans who lived here 2,000 years ago?</td></tr>
<tr><td>KEY KNOWLEDGE</td><td colspan="3">Previous knowledge from Lessons 1-5</td></tr>
<tr><td>END OF UNIT OUTCOME</td><td colspan="3">Revision of key knowledge – Brain Dump task to support learning from the whole unit and last lesson
KO quiz
Task 1 – Children to think about why the different images relate to the legacy that the Romans left on Britain when they invaded. Class discussion and children to make jotter notes as appropriate to support end of unit outcome.
Task 2 – End of Unit Outcome - Pupils create a set of 9 different value stamps depicting the legacy of the Roman Empire showing ability to justify significance. Design set of stamps £5 -</td></tr>
</table>

ST LAWRENCE C.E. PRIMARY SCHOOL LEARNING JOURNEY

SUBJECT: History UNIT: The Roman Empire in Britain TERM: Autumn 2
YEAR GROUP: 6

	£1 with picture showing most important legacy. Children to write and explain each chosen stamp at the end.		
SUPPORT AND CHALLENGE	S – children to have their history book, KO, jotter notes available throughout the lesson C – Can children write a written response alongside each stamp design to discuss the links to the concepts that we have explored throughout the unit.		
KEY VOCABULARY	Architecture Latin drains Sewers aqueducts cement Roman numerals baths	**RESOURCES**	Stamp templates PowerPoint of legacy images